

DOCUMENT RESUME

ED 144 441

HE 009 224

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TITLE Problems of Social Science Research at Smaller Canadian Universities.
INSTITUTION Canadian Social Science Research Council, Ottawa (Ontario).
PUB DATE Oct 74
NOTE 66p.; Report of a workshop (Montreal, October 16, 1974) ; Parts of this document may be marginally legible due to light type
AVAILABLE FROM Social Science Research Council of Canada, 151 Slater St., Ottawa, Ontario K1P 5H3
EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Facilities; *Foreign Countries; Higher Education; Research; *Research Needs; *Research Opportunities; *Research Problems; *Small Colleges; *Social Science Research; Undergraduate Study; *Universities
IDENTIFIERS *Canada; *Small Colleges

ABSTRACT

The workshop was convened by the Social Science Research Council of Canada as part of its annual meeting. Its purpose was to explore the possible usefulness of a large-scale conference on the same topic. The three papers presented are included in the final report: (1) social science research needs of smaller Canadian universities (John T. Sears); (2) social science research in small Canadian universities (John R. Hofley); and (3) the problems of social science research in small or new Canadian universities (in French, Andre Bernard). In the papers and the discussion that followed, an assumption was borne out: that little social science research is effectively carried out in these institutions. Additionally, it was also seen that there is in the smaller institutions a growing conflict between increasing pressure for more research activity and the inadequacies of the current situation for conducting research. Two factors are identified as accounting for the difficulty in conducting research: (1) the virtually exclusive undergraduate teaching orientation of the institutions, and (2) their lack of research facilities. (MSE)

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Le Conseil Canadien de Recherche en Sciences Sociales

Social Science Research Council of Canada

FD144441

PROBLEMS OF SOCIAL
SCIENCE RESEARCH AT
SMALLER CANADIAN
UNIVERSITIES

PROBLEMES DE LA RECHERCHE
EN SCIENCES SOCIALES DANS
LES UNIVERSITES PETITES
DU CANADA

edited by / sous la direction de

Herman Overgaard

Montreal: P.Q.
October 16, 1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Herman Overgaard

Report of a Workshop
Sponsored by the
Social Science Research
Council of Canada

Rapport d'un Atelier
parrainé par le
Conseil canadien de recherche
en sciences sociales

Montreal, Quebec
October 16, 1974

Montréal, Québec
le 16 octobre 1974

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canadien de recherche en sciences sociales

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P R E F A C E

This report is the result of a Workshop on the subject "Problems of Social Science Research at Smaller Canadian Universities," which was sponsored by the Social Science Research Council of Canada (S.S.R.C.C.) October 16, 1974. The Workshop was arranged following receipt of several requests by the S.S.R.C.C. from representatives of some of the smaller Canadian Universities for an investigation of problems of social science research at smaller Canadian Universities. The matter was initially investigated by Professor Charles F. J. Whebell (University of Western Ontario) on behalf of the S.S.R.C.C. Committee on Research Policy, who made the following recommendations which were approved by the Council:

- (a) "That as part of its programme for the meeting in October 1974, the Consultative Assembly of S.S.R.C.C. hold a Workshop on the feasibility of a full Conference on Problems of Social Science Research at Smaller Canadian Universities";
- (b) That S.S.R.C.C. strike an ad hoc committee to plan the Consultative Assembly workshop in October 1974;
- (c) That the Workshop Committee in conjunction with the Executive Director of S.S.R.C.C., settle on the format and themes of the Consultative Assembly Workshop, and invite suitable persons to participate as speakers, resource people or observers;
- (d) That this committee report as soon as possible on results of the Workshop to the Officers of Council, who may then strike a planning committee to organize the substantive conference on the basis of the Workshop's findings.

On behalf of the S.S.R.C.C., I want to thank the authors of the papers for their excellent presentations--

Professor Andre Bernard, Professor John Hofley, Dean John Sears--as well as Professor Marc Belanger who so effectively acted as chairman of the Workshop. In addition, I gratefully acknowledge the work of Mr. Richard Kouri (Research Associate, S.S.R.C.C.) who spent many hours listening to Workshop tapes and preparing a draft of the introduction for this report. I also wish to acknowledge the generous assistance of Dr. Jan Loubser, Director, and Mr. John Banks, Executive Secretary of the S.S.R.C.C., as well as various members of the Council and faculty colleagues across Canada.

Herman Overgaard
Second Vice-President, S.S.R.C.C.
(Wilfrid Laurier University)

INTRODUCTION

A. BACKGROUND AND RATIONALE

The Workshop on Problems of Social Science Research at Smaller Canadian Universities was convened by the Social Science Research Council of Canada, as part of its 1974 Annual Meeting of the Consultative Assembly and of the Annual Meeting of Council, and was held at l'Université du Québec à Montréal on 16 October 1974. The purpose of this Workshop was to explore the possible usefulness of a large-scale Conference on the same topic.

The Workshop was planned by an ad hoc Committee of the Council's Executive Committee, which was chaired by Professor Herman Overgaard (Wilfrid Laurier University), Second Vice-President of the Council. The Workshop itself was chaired by M. Marc Bélanger, Vice-Recteur (Enseignement et Recherche) de l'Université du Québec à Montréal.

Three papers were presented at the Workshop and are reproduced in this Report. The papers were prepared by John Sears (St. Francis Xavier University), John Hofley (University of Winnipeg) and André Bernard (Université du Québec à Montréal). Although written independently, the three papers are in substantial agreement in recognizing how little social science research is carried out in the smaller universities and in identifying major factors that help to understand why.

B. SUMMARY OF THE PAPERS AND DISCUSSION

The discussion that followed the presentation of the papers was lively and focussed mainly on various aspects of the more salient questions raised in the papers themselves.

1. Nature of the Problems

The assumption that little social science research is effectively carried out at smaller Canadian universities

was documented at a national level by Hofley, and for one specific institution (UQAM) by Bernard. The Bernard paper further emphasizes the need to examine the special characteristics of smaller institutions individually so that a more appropriate understanding of the problems of social science research in these institutions can be gained. On the other hand, the papers by Hofley and especially by Sears discuss in more detail several factors which impede the conduct of research in the smaller institutions.

The papers and the discussion as well also substantiated one underlying assumption which had given rise to the development of this Workshop, which is that there is in the smaller institutions a growing conflict between the increasing pressure for more research activity and the inadequacies of the current situation in enabling the effective conduct of research. This pressure arises out of the need for research and teaching activities to be closely related so that the processes of higher learning can remain alive and develop more strongly. Research activities furthermore remain an important criterion in the consideration of promotion and tenure, in smaller and larger institutions alike. Moreover, faculty recruitment patterns in Canadian universities seem to be changing: liberal arts colleges and smaller universities may be increasingly recruiting young social scientists who are more research-oriented than teaching-oriented and who may wish to use their experience at these institutions as a stepping stone while completing their doctoral dissertation and beginning to establish their research reputation.

However, and as the papers and the discussion made clear, there are two significant factors which were identified to account for the difficulty of conducting research in a smaller institution: (a) the virtually exclusive undergraduate teaching orientation of these institutions, and (b) their lack of research facilities.

(a) The Undergraduate Teaching Orientation:--A widely recognized strength of liberal arts colleges and of smaller universities has traditionally been their emphasis on teaching, particularly if not almost exclusively at the undergraduate level. While research and teaching activities can be, as they so often are, closely related, the emphasis of smaller institutions on undergraduate teaching and the frequent absence of graduate programmes do not encourage an effective research environment. The lack of research stimulation which results from the absence of colleagues and of promising graduate students with whom one can share common research interests, is further reinforced by the emphasis smaller universities often put on the need for their faculty to become actively involved in the public affairs of the local community.

(b) Research Facilities:--The difficulties of carrying out research at a smaller institution are further increased when the lack of research facilities is considered. The lack of graduate programmes in the smaller institutions ensures that there are no graduate students to provide the research assistance that is so important to the researcher whose time is already heavily committed to teaching and related administrative duties. In addition, smaller institutions are usually located in smaller communities, where it is also difficult to find trained manpower for academic research assistance. Access to secretarial and technical assistance (e.g., library personnel, computer programmers) is also much more limited than in larger institutions. Moreover, library resources in smaller institutions are usually designed to support the teaching programme and hence turn out to be more of a constraint than a facility for research purposes.

(c) Some Solutions:--In order to reduce the negative effects of these problems, several solutions were proposed. Many of these proposals will be found in the papers by Hofley and Sears. It should be emphasized, however, that scholars at smaller universities expressed strongly the need for increased

travel and subsistence funds to enable them to visit colleagues and other institutions where they could use more adequate facilities, in the course of planning research projects as well as in the execution of the research. Travel and subsistence funds would also enable scholars from smaller institutions to travel to scholarly meetings and hence provide them with the opportunity to develop more effective informal networks of communication. It was further suggested that the granting agencies consider the possibility of purchasing release time, particularly for researchers at smaller universities, so that they could be freed from their very time-consuming teaching and administrative duties. It was noted that two relatively new programmes of the Canada Council (the General Research Grants and the Programme Grants) were steps in the right direction but still reinforced current inequities between smaller and larger universities.

2. The Distinction Between "Smaller" and "Larger" Universities Questioned

One major aspect of the discussion which contributed to its liveliness was that several participants, while they recognized that there were real problems in carrying out social science research at smaller universities, nonetheless questioned the relevance of the distinction between "smaller" and "larger" universities.

(a) Remoteness and Isolation:--It was argued that many of the problems identified were far from unique to the smaller institution. Isolation from colleagues who share similar research interests was claimed to be present in smaller and larger institutions alike, particularly among young researchers. In addition, the remoteness of small institutions from large urban centres reinforces this isolation more significantly than the size of the institution.

Throughout the discussion, it was claimed that the granting agencies could not respond adequately to the research needs of the smaller institutions because of a lack

of understanding of their needs. This lack of understanding is based on the assertion that granting agencies tend to be "establishment" groups made up of recognized scholars, most of whom, in the Canadian situation, are concentrated in a relatively small area of the country. The known abilities of applicants tend to be taken as more reliable criteria than the substance of a proposal in decision-making for research grants. Because of the effectiveness of informal networks of communication in encouraging familiarity with the abilities and interests of colleagues, it then follows that the more remote the smaller institutions (and to a lesser extent, the larger institutions as well) are from this concentrated small area, the less likely will the abilities of applicants be known to the granting agencies. Moreover, it was suggested in the discussion that because the decision-making processes were so concentrated in one relatively small area of the country, there may also be latent conflicts of interest over the use of the limited resources of the granting agencies for meeting the needs of the larger institutions in this small central area and those of the smaller and particularly more remote institutions.

(b) Different Kinds of Research:--Closely related to the above problems of institutional remoteness and individual isolation is the tendency for the kinds of social science research which is carried out in smaller and larger universities, to differ. It was argued that the discussion was mistakenly assessing research conducted in the smaller universities against the research standards set by and for the larger institutions. There was thus the incorrect assumption that smaller universities should have the same goals and objectives as the larger ones.

In rebutting this assumption it was strongly suggested that smaller universities may be particularly well designed to carry out a variety of qualitative research of a

more critical or theoretical nature and to provide research services and resources to community groups. If smaller universities were to have this clear orientation and their research activities differentiated from those of larger institutions some of the so-called impediments to research might be overcome. This orientation together with the problems of institutional remoteness, further helps to explain why the special kinds of research which can be conducted in smaller universities tend to be ignored or poorly understood by the granting agencies and their assessment committees.

While some efforts have been made to overcome these problems, it was generally concluded that they were piecemeal and ineffective. The need was asserted for a more basic reorganization of the granting structures which would be based on regional centres for social science research and established under regional control.

(c) Time Required for Conducting Research:--One participant reported that a survey of research activities in one of the larger universities revealed only a relatively small core of active researchers who were virtually the only members of faculty engaged in publication. But this same group also included those with the heaviest teaching schedules and those who supervised most graduate dissertations. In the context of this discussion, the results of this survey, it was argued, suggested that the heart of the problem does not lie in the size of a university but in how institutions of higher learning can recruit and retain a core of active researchers who will contribute considerably to give an institution its reputation.

C. TASK FORCE ESTABLISHED

The results of the Workshop were reviewed at the meetings of the Consultative Assembly and of the Council on the following days. The papers prepared and the discussion that followed, demonstrated that a genuine problem had been identified but that some dimensions of the problem required further

documentation before concrete suggestions for improvement could be made. It was therefore decided to establish a Task Force responsible for preparing a report which would clarify the problems of social science research at smaller Canadian universities and develop adequate policy proposals for the solution of these problems. The advisability of holding a large-scale Conference on these matters will be reviewed on the basis of the report.

SOCIAL SCIENCE RESEARCH NEEDS OF SMALLER
CANADIAN UNIVERSITIES

John T. Sears

Discussion of the obstacles to research at the smaller universities in North America is not new. Indeed, the examination of those obstacles can be classed as one of the perennial exercises with which each new generation of foundation officers, government agencies, and university administrators must wrestle, just as sophomores must struggle with the problem of reconciling the omniscience of God with human free will.

The truth of the matter is that our smaller universities, by their very nature, are not suited to be centers or even colonies for research; and as long as they remain as they are, it will be difficult to do research there. The possibility, even the desirability, of changing them, of course is highly questionable. Let us look at some of the particulars.

First, smaller universities tend to place almost all their emphasis on undergraduate teaching. This fact has two results that are relevant to work of an original nature. First, almost all a professor's time, but what is more important, his or her energy, is spent on teaching. It is doubtful that a professor can meet more than one major class and a seminar while doing important research--that seems to have been the conclusion reached at graduate schools such as Harvard, Yale, and Columbia. Second, because the teaching is at the undergraduate level, often the research work is far

*Major parts of this paper were taken from material developed by the following faculty members at St. Francis Xavier University: J. B. Stewart (Political Science), F. Harrison (Political Science), Ken denHeyer (Psychology), R. MacLean (History), W. Jackson (Sociology), D. Wood (English).

removed from the teaching, so that one activity does not feed and support the other; rather, each detracts from the other. Put another way, one's day-to-day communication with students at an undergraduate institution is not likely to be at a sufficiently refined level to make teaching preparation and writing for publication complementary activities.

Second, because of limited resources the departments at most small universities are manned with only the teaching program of the university in mind, and the absence of a critical mass of faculty make it almost impossible to arrange a reduced teaching load for those involved in research work when their work is at its most demanding peak. For instance, at the end of the summer "Holiday" just when the research tends to be moving ahead at a good pace, it has to be packed away in what one hopes would be light storage but usually winds up in the deep cold storage until the following summer. In the same way, since satisfactory short-term replacements can be recruited only with great difficulty at smaller universities, typically located in smaller communities, there is little possibility of taking a term or a year off.

Third, because the smaller universities for the most part are in a manner of speaking in the retail business, and think of themselves as retailers, the retail-store paradigm is highly influential in many specific ways. Secretarial assistance will be provided to help the teacher write letters of recommendation, but "outside" help must be found to type research materials. Offices are designed as "interview rooms," where the teacher must meet students, not as studies or laboratories. Then the faculty member is expected to be "on the floor from nine to closing time." Moreover, this is how it ought to be in a sound retail business; other arrangements would be misused, and would be wasteful at such universities.

Fourth, often elementary research material is not available locally because the libraries tend to be shaped by the demands that have dominated them over the years. Consequently,

they build up good collections of secondary material, i.e., material to back up the "text books"; but they do not accumulate primary material. If some rare soul undertakes to put together a good collection in a field, the effort is likely to run into resistance from the library "scientists" who control the budgets, and who, naturally, are chiefly concerned to assure that the day-to-day demands are met. Clearly, the library scientists are correct.

Fifth, the absence of graduate programs means that good graduate assistants ordinarily are not readily available in the smaller institutions. Furthermore, in that many of the smaller institutions are located in small centers, it means that there is an absence of community resources to be used as research manpower.

Sixth, small size of departments in small institutions mean that social scientists, as well as others, find that they have no one in their own area with whom to consult. It should be kept in mind, however, that the smaller institutions do have an important advantage in that one is much more likely to develop interdisciplinary contacts in such institutions. In fact, it is possible that smaller institutions may well find that they are better equipped to conduct interdisciplinary research programs than are larger institutions where disciplinary lines tend to become more rigid.

Seventh, outside research funds are administered in Canada, as contrasted with the United States of America, by a small group of persons concentrated in one part of the country; that is, eastern Ontario. There are two main bases on which grants in support of research can be made: (1) the appeal of the proposal, and (2) the known abilities of the applicant. Most experienced senior granting officers agree that the second of these has proven the most reliable. Now, because the granting officers and their most influential advisors are concentrated in one small area of the country, the

further away one is from that area, the more emphasis has to be placed on the appeal of the proposal. Moreover, the academic wisdom--a local type of conventional wisdom--prevalent at any moment in eastern Ontario as to what are "good projects" has a strong bearing on the reception given to a proposal, regardless of the reputation of the applicant. In the United States some of the major foundations send principal officers around the country in an effort to overcome any centripetal tendency. One experienced member of our faculty reports that during his years of teaching in Canada he had seen only one Canada Council man out in the field; he was incompetent in his area, and spent his time while pretending to talk with this faculty member and his colleagues in putting through personal telephone calls to Ottawa.

If the Social Science Research Council or the Canada Council receives applications from a large and a small institution, it seems to me that the past tendency of the awarding bodies has been to favor the larger university. The application from the larger one may be accompanied by a recommendation from a nationally known professor and this could be a determining factor. The research to be undertaken may not possess any greater merit or need, perhaps it is less valuable, but the larger institution often has the structural advantage. I am not complaining about this for I understand the reasoning behind it. I am suggesting that there is an immediate disadvantage for the academic in the smaller institution. Another colleague reports that a few years ago he was working on a book and made application to the Social Science Research Council and was turned down. Quite by accident he met a member of the Council, informed him of the situation and was told to apply to the Canada Council. He did so, received a grant of \$1,500 and in time the book was published. He always felt, perhaps wrongly, that had he been teaching at Toronto or Queens his original application might have been accepted.

Eighth, publication arrangements are far more difficult and precarious in the smaller universities. The publishers of a book written at a large university can count on at least a fair local market, so they are less hesitant to accept manuscripts from such universities. Besides, publishers tend to view manuscripts from the smaller universities--probably correctly--with far greater dubiety, especially if the author is young and unknown. The young professor at a small university easily may come to think--accurately--of publication as virtually impossible, and therefore may come to conclude that he should devote himself to teaching.

Clearly, there is a danger of putting too much emphasis on the "publish or perish" syndrome. It has been suggested elsewhere that research can be undertaken for personal enrichment, for interest, and personal development, and that it can be undertaken for specific classroom needs. The fact does remain that research can, and frequently must, be undertaken for publication. Inquiry for this purpose is alone directed at one's intellectual peers. With all respect, a teacher who restricts his intellectual activity to the needs of his students may be compared to an adult who communicates only with his juniors, avoiding other adults. I suspect his maturity is seriously in question. Publication is a means of sharing knowledge with one's peers. It is, therefore, a form of teaching at the level of the mature university community. It has been suggested that if one avoids such a dialogue with one's peers--as essential for psychological as for intellectual maturity--one is depriving one's undergraduate students. For publication ratifies one's intellectual efforts and gives one the self-confidence of belonging to the university community. Some will suggest that the term "research" should be restricted to "study or observation leading to publication of a kind specially suitable for a university teacher." If this is the case, then publication opportunities, and the work that is required to develop publishable manuscripts must be facilitated.

Ninth, the problem of financing research in the social sciences, regardless of how one looks at it, does present difficulties for the smaller universities. Quite often it can mean the transfer of funds from operating purposes and this, in turn, means that something else must be curtailed or eliminated. And when you operate on deficit budgeting the long-range implications of such a practice really do not serve the original purpose--that of supporting research. Those smaller universities, such as the one I represent, which have established their own grant program in order to support research in the social sciences and humanities, must often resort to such practices. As mentioned, this ad hoc financing does not fulfill the basic educational needs of the academic or the university. Occasionally, a professor may require additional funding to complete a project but the amount has already been used up and the project must be delayed. This, I would suggest, happens in the smaller universities with considerably greater frequency even when the amounts may appear to be trivial.

Tenth, there are also problems in the area of technical and other facilities. The smaller universities generally lack adequate computer facilities. This lack is manifest in both the software and the hardware components of the installations typically found in such institutions. The implication of this tendency is that a good deal of contemporary empirical social science research is made more difficult by the inadequacies of the computing systems typically available to the social scientist working in the smaller institutions. Second, space for such activities as small group labs, anthropology labs and the like are not available to the social scientist in the smaller institution. This limitation means that certain kinds of research are not likely to be conducted there. Third, as mentioned earlier, library facilities and holdings are typically inadequate for many kinds of research in the smaller

institutions, and the government documents and journal sections of such libraries are typically the weakest.

The availability of regional computer centers would go a long way toward serving the smaller universities, and consideration might be given to the shared use of unique facilities among the smaller universities. The question of library holdings is extremely difficult to resolve satisfactorily and the small institutions cannot hope to compete with the larger ones in terms of library holdings. Continued development of smooth, efficient interlibrary loans systems are to be encouraged but the volume of product to be transported, although the units may be critical, may not be sufficient to warrant the establishment of a truly effective system.

Earlier I mentioned the absence of colleagues in one's specialty at the smaller institutions. It would seem to me that professional development could be encouraged if we could give further encouragement to the establishment of programs of visiting scholars, the provision of travel funds for researchers to attend professional meetings, and the funding of sabbatical or study leaves.

In this regard there is another problem which is probably not unique to the small university, but its consequences are more pronounced at such institutions. The senior faculty in our old smaller institutions were recruited in the 30's, 40's and 50's and those people typically carried inordinately heavy teaching loads, leaving virtually no time for research or even serious contemplation of it. They were also called upon to teach in a wide variety of subject or discipline areas precluding the development, or even the maintenance of a specialty. Even if these two problems could be overcome, financial support within and without the university was scarce. Consequently, many of our senior staff in the social sciences have had little post graduation research experience and will have a major task in developing the resolve to get

back to doing research. Further, their age and lack of a track record put them at a major competitive disadvantage, vis-à-vis their younger and more productive colleagues, in seeking financial support. To provide for such people, and there may not be many who will want to re-enter, I would suggest a type of re-start program with different criteria appropriate to this group.

In some of the social sciences the relatively rural location of many small universities present particular problems. Much social science research requires relatively large populations and the researcher has no alternative but to go to the population in what is in many ways a relatively "strange" country.

Although I am not sure that it is a problem, and sometimes believe that if it is a problem it is one that more departments would like to enjoy, the fact remains that many of our social science departments of late, particularly Psychology and Sociology, have had very large enrollments. A consequence of this is that an additional burden is placed on the potential researcher without the possibility for relief from qualified teaching assistants who might be available from graduate programs.

Earlier I also mentioned the issue of resources available to and within the smaller institutions. In competing for these scarce resources within the institution a certain amount of scientific elitism still seems to prevail with the natural and physical sciences occupying the top of the pyramid. Research activities in those latter areas tend to be more expensive, longer and better established, and more spectacular; hence, they are at a distinct competitive advantage vis-à-vis the social sciences.

I don't think it should go unnoticed that the Social Science Research Council's concern for smaller institutions is not manifest in its executive appointments. Not one member

from the Maritime Provinces has been on the executive in 1973-74 or 1974-75. I say this at the same time that I think that the Social Science Research Council might establish regional committees in much the same manner as the special M.A. scholarships have been awarded by the Canada Council for the past two years. A judicious selection of academics could carefully screen the applications and would have a greater background knowledge of the regional research needs. We would certainly be willing to offer any expertise we may have for use in the staffing of such regional research committees.

Perhaps some changes would reduce a few of the obstacles somewhat; but nobody, I think, should underestimate how basic the obstacles are. To a very high degree they are functions of the nature of the smaller North American universities; consequently, to remove them would require the transformation of the smaller universities. I doubt that anybody would propose seriously a major transformation. The truth is that our smaller universities are retailers; accordingly, they have both the advantages and the disadvantages of that function or role. Herein our entire emphasis has been on some of the disadvantages.

I would conclude with this question. Would it be indiscreet to ask why our Canadian graduate schools have not been more productive lately? What have they done with what they have been given?

October 16, 1974

SOCIAL SCIENCE RESEARCH IN SMALL CANADIAN UNIVERSITIES

John R. Hofley

I would like to thank Professor Overgaard and the Social Science Research Council for inviting me to this workshop, and for an opportunity to share with you my concerns about social science research in the smaller Canadian universities. Much of this paper must, perforce, be based on personal experiences, first as a colleague for four years in a large university (Carleton) and, secondly, as a chairman in a university of approximately 2,800 full-time day students, viz., the University of Winnipeg.

When I was asked to participate in this workshop I assumed, as I'm sure all of you have, that social scientists in small Canadian universities are experiencing great difficulties obtaining research funds and hence doing first rate research. Thus, it is our task here to explore ways in which our colleagues in such universities could be more equitably treated. However, I wondered whether the data we have would warrant this assumption.

In the first part of this paper, I begin an analysis that should be carried further. The data are certainly not exhaustive though they seem to be the best available. My analysis was guided by the following questions:

1. How much federal money was given to universities in 1973-74, and what proportion went to the social sciences?
2. Are there regional inequities in the distribution of these funds?

*I would like to thank David Cheal, Sid Gilbert, Mark Novak and Doug Skoog for their critical comments of an earlier draft.

3. Of the social science funds spent in 1973-74, what proportion came from the Canada Council and the National Research Council?
4. What is the distribution, by academic discipline, of these social science funds?
5. Are there significant regional differences, by discipline, in the distribution of these funds?
6. Since regions differ in the number of students they serve, and the number of faculty teaching in their universities, it is important to ask if there is a relationship between these two factors and the dollars received.
7. Is there an inverse relationship between university size and amount of research funds received?

Tables I-IX provide us with some answers to these questions. However, it is obvious that many important questions can't be answered at this time simply because the data aren't available, at least not in any useable form. For example, we should look at the number of applications for research funds by university size; the number of students, undergraduates and graduates, by discipline; the student/faculty ratio; the number of course preparations; and the amount of student contact time. Such information would enable us to describe more accurately the problem at hand.

Table I shows that the social sciences received only 6.6% of the total federal research funds. By comparing the percentage distributions in the first two columns we see that social scientists in Ontario, Quebec and the Atlantic Provinces obtain roughly the same proportion of funds for their work as their colleagues in the physical and natural sciences and humanities, while those in Western Canada fall behind somewhat.

In Table II we see that the Canada Council and National Research Council contribute to social science research almost equally, though our colleagues in Quebec rely

much more heavily on the Canada Council than do colleagues in other regions of Canada. Social scientists in the Atlantic Provinces receive very few funds from the Canada Council. One of the reasons for this can be seen in Table IV. In the Atlantic Provinces (1973-74) the disciplines that rely heavily on the Canada Council, viz., sociology and political science, received only \$10,216.

Among the social sciences, psychology clearly dominates in terms of the proportion of research money obtained, 51% (see Table III). Psychologists, of course, have the added advantage of being eligible for funds from the Canada Council, the National Research Council, and the Medical Research Council. Table IV gives a more detailed breakdown by discipline and region. Two interesting facts to note are the relatively equal distribution of funds in Quebec and, in the Atlantic Provinces, the predominance of psychology.

One problem with using regional breakdowns is that the number of students and faculty are by no means equal. Tables V and VI attempt to take into consideration these factors and they show a very mixed picture. Unfortunately, I could not obtain data on undergraduate enrolment for just the social sciences. Hence, Table V utilizes total research funds. Clearly, the Atlantic Provinces suffer the most. On a faculty per capita basis, colleagues in the Atlantic Provinces receive only one-half the money their colleagues in the rest of Canada receive. When we calculate a per capita figure, based on the number of full-time graduate students in the social sciences and on the funds received for social science work, we find that the Western Provinces also fare poorly (see Table VI). Exactly why this discrepancy exists is not very clear, but it is possible that, within the Atlantic Provinces, the social sciences are better developed than the physical and natural sciences and humanities. Table IV would offer some support for this explanation, but we need more and better data for a fuller

explanation. I'm sure many of you here at this workshop could offer other reasons.

Tables VII, VIII and IX focus upon the *raison d'être* for this workshop. The assumption that social scientists in smaller universities receive only a small proportion of the funds available is clearly supported. The 27 universities with less than 5,000 students received 11.2 percent of the research money given by the federal government in 1973-74. The 17 universities with more than 7,500 students received 78%. If we examine Table VII more closely, however, we see that among the smaller universities, social scientists are relatively better off than their colleagues in the other sciences and the humanities.

Table VIII illustrates the same phenomenon, though using size of graduate program as an indicator of size. The 17 universities with fewer than 100 full-time graduate students or none, receive only 4% of the funds. A closer look at the figure \$284,385 for the 17 small universities shows that 55% of it is accounted for by two grants, one to the University of Quebec at Chicoutimi (\$82,340) and the other to St. Mary's (\$75,300).

Unfortunately, I was unable to obtain data on the number of social science faculty by size of university. However, I decided to do a per capita analysis, by university size, on total research funds. The results (see Table IX) are startling! The dollars received vary directly with size of school and the per capita dollar gap between the large and small schools is vast. Clearly, the scholar at a small Canadian university is working at a considerable disadvantage when it comes to research support.

While there are gaps in this data, the overall pattern is clear--social scientists receive very little research money, and those in small Canadian universities receive only a pittance compared to their colleagues in the larger schools. I am confident that additional data would not significantly alter the

basic pattern illustrated here. The remainder of this paper will be devoted to two questions: "Why is this the case?" and "What can we do about it?"

Why is this the case? Resources for Research

While money is an extremely important factor in developing research opportunities, it is by no means the sole factor. Good research, especially if it involves gathering and analysing data ("soft" or "hard"), requires a number of resources, both human and technical. Some of these resources can be bought with extra funds, but others are not available to a scholar in a small Canadian university and cannot be bought.

A large university with a graduate program has a ready pool of skilled and motivated labour for a colleague's use, viz., graduate students. Graduate students, compared to undergraduate students, are more likely to be available on a part-time basis throughout the academic year and are free full-time when the faculty member has no teaching obligations. In addition, a graduate student can often use the data gathered as a basis for his/her own thesis or dissertation. Hence, they are willing to work for relatively little pay and for long hours. On the other hand, social scientists at small universities must utilize undergraduate students or hire persons from the community. Often the latter do not exist, or if they can be found, do not wish to be employed on a part-time basis.

Other human resources essential to good research are skilled library personnel with time to assist a faculty member in research, e.g., in the preparation of bibliographies and the use of interlibrary loan materials. Most smaller schools simply cannot afford these persons.

Three further human resources invaluable to a researcher are technical personnel (e.g., computer programmers), secretaries (many social science departments in the smaller schools have no secretary and must rely on a secretarial pool), and colleagues

who share a common research interest. The necessity for the first type of person is obvious. Furthermore, professors in small universities must spend a great deal of their own time on tasks that a competent secretary could perform. Finally, the third resource, colleagues, is extremely important. Small universities generally have small departments where only one or two persons in a given department share a common research interest. The absence of these colleagues places a tremendous burden on the faculty member and without such stimulation research suffers.* Obviously, the absence of graduate students merely adds to the problem. Attendance at scholarly meetings can help reduce this isolation, but I am under the impression that travel grants for colleagues in most smaller Canadian universities are not very generous.

Research by social scientists in small Canadian universities is also affected by the existence or non-existence of computer facilities, and the amount of in-hour research "seed" money available. Perhaps the federal government through the Canada Council and the National Research Council should provide such "seed" money to the smaller universities for a few years, thereby encouraging social scientists in these schools to do competent research.

Another very important resource to a researcher is time. Generally speaking, colleagues in small Canadian universities have more courses to teach and more students. They also teach in a milieu that encourages good teaching and fosters strong student-professor ties. This means that a lot of effort and time is spent on teaching, trying new techniques,

*Senior colleagues in large schools are more likely to have had research experience and the knowledge of how to apply for funds. This experience plus the senior colleague's network of friends who may assist junior colleagues are additional sources of inequity between scholars in large and small schools.

talking to students in one's office and over coffee, and grading papers.* In large schools, many of these tasks are performed by a graduate teaching assistant. In addition, the smaller the school and the smaller the department, the more general the course demands made upon the teachers. Professors in small departments often teach a wide range of courses, and have little opportunity to develop a very specialized interest in a topic. In today's research climate, the social scientist who is a "generalist" has very little chance of developing a proposal that will be funded.

My experience in a small Canadian university is that one can do very little research, if any, between September 1st and May 15th. This time is taken up with all the tasks discussed in the preceding paragraph. As a consequence of these demands, social scientists in small universities cannot be expected to be as thorough in their proposals as are their colleagues in larger universities. Also, research time is confined essentially to four months--May through August.

A number of things can be done to reduce the negative effects of the above conditions at small Canadian universities. Briefly, I would suggest the following:

1. Research grants to colleagues in small Canadian universities, especially to those in areas of Canada remote from the larger centres, be made more generous in terms of travel and per diems. These grants should come while the research proposal is in the planning stage in order to enable a scholar to visit colleagues at another university, to work in the larger libraries

*I have not talked about the time demands of committee work, but my impression is that colleagues in smaller schools work on more committees and spend more effort on administrative matters. As one of my colleagues, David Cheal, noted when reading a draft of this paper, "The number of administrative functions to be performed and posts to be filled is to some extent independent of university size."

- of the country, and to utilize computer facilities at other schools or Institutes.
2. Encourage conferences that bring scholars from other parts of Canada and the world to the smaller universities.
 3. Part of a research grant to a colleague in a university with very small library holdings should be for the purchase of books, periodicals and other materials which would then be turned over to the university library.
 4. Request for overhead expenses should include the need for secretarial services.
 5. The criteria used in evaluating a research proposal should take into consideration the fact that a proposal emanating from a small Canadian university is unlikely to be as thorough as one from a large university. It should be of the same quality, but it may be more succinct due to lack of preparation time.
 6. Social scientists from small universities should receive extra points in much the same way as we presently grant extra points to a scholar who is a Canadian citizen. If this recommendation were acceptable then number five would not be necessary.
 7. Funds should be given for shorter periods of time, but should be more generous for travel and the employment of full time research assistants for three or four month periods.
 8. The Canada Council's leave fellowship programme should expand its terms of eligibility to include projects that are not extremely well documented one year ahead of time. In addition, this programme should honour requests from colleagues in small Canadian universities who wish to spend their sabbatical period reading and preparing new course material.
 9. Canada Council has recognized in part the problem of time to do research with its new "programme grants"

which can include salary payments. But, for the reasons stated earlier, scholars in small schools are more likely to be working alone and these grants are only for groups. The Canada Council should seriously consider awarding long-term salary grants for broad projects by individual investigators.

10. Permit colleagues in the smaller schools to submit their applications in two phases: (1) upon receipt, the granting agency would send it to referees for comments and suggestions as to how it can be improved; (2) the scholar would revise it and place it before the agency for the given competition.

In addition to these suggestions, I would like to make three more general points about research in the social sciences and the work done by scholars in the small Canadian universities.

Firstly, as more and more of the dollars for social science research becomes available only in the form of "contracts," rather than given for independent work, the plight of the social scientist in the small university will worsen. The faculty member will begin to constantly alter his research interests so that they fit the local contract demands. In my experience, both the research contracted, and the researcher suffer--it's a forced marriage! While there may be contract research in an area of prime interest to a scholar in a small school, the lack of contacts with colleagues in the larger schools and with government officials may inhibit involvement. Once again, the importance of travel funds looms large. The recent move by the Canada Council to distribute the funds available for travel grants to the universities will assist the smaller schools since every school will receive \$20 per faculty member plus at least \$2,000 if colleagues during the past year had received Canada Council grants totalling more than \$2,000. This is a move in the right direction but the sums involved are very meagre and I doubt if they will seriously redress the

inequities between the larger and smaller schools.

Secondly, while I am in favour of encouraging research work by social scientists in the smaller universities, I would not like to see the "publish or perish" atmosphere of large schools fostered. The scholar in a school without such an atmosphere has the opportunity to do long-range work without losing tenure and promotions. John Porter provides a classic example in Canadian sociology. He worked on his book The Vertical Mosaic while at Carleton (it was a small school during this time!) for about twelve years with only two or three parts published during this time span.

The emphasis on publications forces scholars to develop short-range goals, obtain research funds and get items on their vita as soon as possible. We desperately need to consider ways in which scholars working on long-range problems, particularly ones that are non-empirical, may be supported during parts of this long investigative process. One suggestion I have here is to offer the scholar some extra salary for the summer months. Why? Because most scholars in small Canadian universities are paid less than their counterparts in the larger schools, while pressure is also placed upon them to teach extension courses. Thus, their research both in the summer and during the winter evenings must compete for time with extra teaching and marking duties.

My third and last general point is a warning. Good teaching is done in both large and small schools but it is my impression (I wish I had the data!) that the smaller schools excell in developing positive intellectual relationships between undergraduate students and faculty. My hunch is that a disproportionate number of our graduate students and hence faculty members, at Canadian universities, come from the small schools where the professor may not do a lot of research aimed for publication. However, often in these settings, faculty do research for courses and seminars and spend a great deal of

time with students. Personally, I find it ironic that departments with high prestige in a social science discipline in Canada are more likely to offer an inferior undergraduate education relative to that offered in less prestigious and smaller schools. After all, a common reward for research is a reduced teaching load!

There is a danger in pushing research too hard at a small school. Once such forces are set in motion, and given the external pressures to publish in order to develop a reputation (how else can you move 'up'?), small schools will quickly develop large school atmospheres. To avoid this, students and colleagues who value good teaching must maintain a constant vigil. I believe good teaching and good research can be combined, and I think implementing some of the suggestions I have made tonight would encourage research in the months when the faculty member is not involved with his teaching. Any other proposals would jeopardize the positive strengths of small Canadian universities.

TABLE I

DISTRIBUTION OF FEDERAL RESEARCH GRANTS TO CANADIAN UNIVERSITIES
1973-74, BY REGION

Regions	Federal Funds		Social Science Funds		% Social Science Funds/Federal Funds
	Amount	%	Amount	%	
Western Canada	\$ 30,014,491.	29	\$1,423,268.	21	4.7
Ontario	41,958,026.	40	3,294,371.	48	7.9
Quebec	25,415,639.	26	1,583,137.	23	6.2
Atlantic Provinces	6,424,604.	6	553,164.	8	8.6
Total	\$103,812,760.	101%	\$6,853,940.	100%	6.6%

Source: Directory of Federally Supported Research in Universities, Vol. 1, 1973-74.

TABLE II

PERCENTAGE DISTRIBUTION OF SOCIAL SCIENCE FUNDS BY MAJOR AGENCIES

Region	Social Science	Canada Council		N. R. C.		Other	
		Amount	%	Amount	%	Amount	%
Western Canada	\$1,423,268.	\$408,559.	29	\$349,179.	25	\$665,530.	47
Ontario	3,294,371.	946,545.	29	1,242,001.	38	1,105,825.	34
Quebec	1,583,137.	752,979.	48	357,381.	23	472,777.	30
Atlantic Provinces	553,164.	68,946.	12	304,710.	55	179,508.	32
Total	\$6,853,940.	\$2,177,029.	32	\$2,253,271.	33	\$2,423,640.	35

Source: Directory of Federally Supported Research in Universities, Vol. 1, 1973-74.

TABLE III

PERCENTAGE DISTRIBUTION OF SOCIAL SCIENCE FUNDS IN CANADA
BY DISCIPLINE

Anthropology/ Archaeology	\$614,279.	9.0%	Political Science	591,536.	8.6%
Economics	706,684.	10.3%	Psychology	3,458,102.	50.5%
Geography	990,672.	14.5%	Sociology	492,669.	7.2%
			Total	\$6,853,942.	100.1%

Source: Directory of Federally Supported Research in Universities, Vol. 1, 1973-74.

TABLE IV
PERCENTAGE DISTRIBUTION OF SOCIAL SCIENCE FUNDS
BY REGION AND DISCIPLINE

WESTERN CANADA			QUEBEC		
	Total	%		Total	%
Anthropology/ Archaeology	\$171,583.	12.1	Anthropology/ Archaeology	\$272,975.	17.2
Economics	132,951.	9.3	Economics	201,341.	12.7
Geography	267,215.	18.8	Geography	156,348.	9.9
Political Science	23,157.	1.6	Political Science	239,587.	15.1
Psychology	777,526.	54.6	Psychology	492,952.	31.1
Sociology	50,836.	3.6	Sociology	219,936.	13.9
Total	\$1,423,268.	100.0	Total	\$1,583,137.	99.9
ONTARIO			ATLANTIC PROVINCES		
Anthropology/ Archaeology	\$152,159.	4.6	Anthropology/ Archaeology	\$17,562.	3.2
Economics	290,623.	8.8	Economics	81,769.	14.8
Geography	551,617.	16.7	Geography	15,492.	2.8
Political Science	318,576.	9.6	Political Science	10,216.	1.8
Psychology	1,759,499.	53.4	Psychology	428,125.	77.4
Sociology	221,897.	6.7	Sociology	0.	0.0
Total	\$3,294,371.	99.8	Total	\$553,164.	100.0

Source: Directory of Federally Supported Research in Universities, Vol. 1, 1973-74.

TABLE V

DISTRIBUTION OF TOTAL FEDERAL RESEARCH FUNDS, BY REGION, NUMBER OF FULL-TIME STUDENTS, NUMBER OF FULL-TIME GRADUATE STUDENTS, AND NUMBER OF FACULTY

	Number of Students		Total Students	Dollars/ Student	Dollars/ Grad. Student	No. of Faculty	Dollars/ Faculty Member
	Undergrad.	Grad.					
Western Canada	73,435	8,998	82,433	\$364.11	\$3,335.68	7,446	\$4,030.96
Ontario	104,107	15,020	119,127	352.21	2,793.48	10,078	4,163.33
Quebec	47,018	8,639	55,657	456.65	2,941.97	5,741	4,427.04
Atlantic Provinces	31,476	2,114	33,590	191.27	3,039.07	2,833	2,267.77

Sources: Directory of Federally Supported Research in Universities, Vol. 1, 1973-74;
Universities and Colleges of Canada, Statistics Canada, May, 1974.

TABLE VI

DISTRIBUTION OF FEDERAL SOCIAL SCIENCE FUNDS BY REGION AND NUMBER OF
FULL-TIME GRADUATE STUDENTS IN THE SOCIAL SCIENCES

Region	No. of Full-time Graduates in Social Science 1972-73	Social Science Funds	Dollars per Social Science Grad. Student
Western Canada	1,205	\$1,423,268.	\$1,181.14
Ontario	2,152	3,294,371.	1,530.84
Quebec	995	1,583,137.	1,591.09
Atlantic Provinces	256	553,164.	2,160.80

Source: Canadian Association of Graduate Schools Report, 1972-73,
Tables 16.2; 17.2; 18.2 and 19.2.

TABLE VII

DISTRIBUTION OF FEDERAL FUNDS, BY SIZE OF SCHOOL

Schools, By Size	Number	Total Dollars	% of Total to Total	Total Social Science \$'s	% of Total Soc.Sci. \$	% of Soc.Sci. \$/Total
Over 10,000 Full-Time Students	9	\$ 60,454,013.	58.00%	\$3,031,047.	44.0%	5.0%
7,500 - 9,999	8	28,427,676.	27.00	2,416,402.	35.0	8.5
5,000 - 7,499	3	5,584,234.	5.00	600,767.	9.0	10.8
2,500 - 4,999	10	7,214,680.	7.00	578,712.	8.0	8.0
1,000 - 2,499	13	1,809,054.	2.00	199,063.	3.0	11.0
<1,000	4	50,385.	0.05	16,448.	0.2	32.6
Totals	47	\$103,540,042.*	99.05%	\$6,842,439.*	99.2%	6.6%

*Because I can obtain no enrolment data on the Univeristy of Quebec at Quebec, these figures differ from those in Table I.

TABLE VIII

DISTRIBUTION OF FEDERAL RESEARCH FUNDS, BY SIZE OF GRADUATE PROGRAM

No. of Full-Time Graduate Students	No. of Schools	Federal Funds	%	Amount of \$ Rec'd. for Social Science Research	%
Over 1,000	11	\$ 72,693,482.	70	\$3,933,736.	57
500-999	9	22,253,473.	21	2,022,835.	30
100-499	9	6,732,024.	7	601,483.	9
< 100 (incl. schools with no grad. program)	17	1,861,061.	2	284,385.	4
Totals	46	\$103,540,043.	100%	\$6,842,439.	100%

Source: Directory of Federally Supported Research in Universities, Vol. 1, 1973-74.

TABLE IX

DISTRIBUTION OF TOTAL RESEARCH FUNDS, BY SIZE OF SCHOOL, NUMBER OF FULL-TIME STUDENTS AND NUMBER OF FACULTY

Size of School	Total Research Funds	Total No. of Students	Dollars/ Student	Total No. of Faculty	Dollars/ Faculty
> 10,000	\$60,454,013.	139,983	\$431.87	11,756	\$5,142.40
7,500 - 9,999	28,427,676.	68,764	413.41	6,552	4,338.78
5,000 - 7,499	5,584,234.	18,557	300.92	1,752	3,187.35
2,500 - 4,999	7,214,680.	37,541	192.18	3,632	1,986.42
1,000 - 2,499	1,809,054.	23,282	77.70	2,144	843.78
< 1,000	50,385.	2,680	18.80	241	209.07

Sources: Directory of Federally Supported Research in Universities, Vol. I, 1973-74.
Universities and Colleges of Canada, Statistics Canada, May, 1974.

LES PROBLEMES DE LA RECHERCHE EN SCIENCES SOCIALES
DANS LES UNIVERSITES PETITES OU NOUVELLES AU
CANADA: LE CAS DE L'UQAM AU QUEBEC

André Bernard

On m'a désigné pour parler des difficultés de la recherche en sciences sociales dans les universités petites ou nouvelles au Canada. Et on m'a prié de prendre, comme illustration de ces difficultés, l'UQAM.

Le seul fait de tenir un colloque sur cette question signale un malaise. Les universités petites ou nouvelles afficheraient, paraît-il, une performance "inférieure" à celle des grandes universités du point de vue de la recherche en sciences sociales.

Mais pour vérifier une hypothèse relative aux performances en matière de recherche, il faut s'entendre sur les termes. Qu'est-ce qu'une université? Qu'est-ce qu'une petite université? Qu'est-ce que la recherche? Qu'est-ce qu'on recouvre par le terme "sciences sociales"? Comment mesure-t-on une performance en matière de recherche? Faut-il également s'interroger sur l'impact (l'utilité) des recherches effectuées?

Je ne crois pouvoir rallier une majorité en faveur d'aucune réponse précise. Toutefois, mon propos étant de traiter de la recherche en sciences sociales à l'UQAM, il me sera sûrement facile de comparer l'UQAM à d'autres universités et d'identifier ses particularités. Ces particularités, du point de vue de la recherche en sciences sociales, illustreront, j'espère, la nature des problèmes et indiqueront, j'imagine, quelques-unes des explications à ce qu'on pourra considérer comme des problèmes.

Les sciences sociales à l'UQAM

Les sciences sociales à l'UQAM sont regroupées en deux familles: économie-administration et sciences humaines. La

famille des sciences humaines regroupe les départements ou modules de géographie, histoire, philosophie, psychologie, science politique, sciences juridiques, sciences religieuses, sociologie, études urbaines,* relations humaines* et travail social.* La nomenclature "sciences sociales" n'est pas retenue à l'UQAM. La nomenclature "sciences humaines" ne correspond d'ailleurs pas à la définition du Ministère de l'éducation du Québec, qui elle-même ne correspond pas à celle du Conseil canadien de recherches sur les humanités.

Afin de donner de la cohérence à mon exposé, j'ai décidé d'effectuer diverses compilations en me servant de la nomenclature du Conseil canadien de recherches en sciences sociales (CCRSS) et non pas celle de l'UQAM ou celle du Ministère de l'éducation. J'excluerai ainsi de toutes mes compilations les données relatives aux départements de philosophie et de sciences religieuses. Par contre, je tiendrai compte de l'anthropologie (et ethnologie), de la criminologie et de la démographie puisque des spécialistes de ces disciplines font généralement partie des départements de sociologie.

Lors de sa création, en 1969, l'UQAM ne regroupait qu'une centaine de professeurs spécialisés dans l'une ou l'autre des sciences humaines suivantes: sciences administratives, sciences économiques, géographie, histoire, psychologie, science politique, sociologie. Une vingtaine d'entre eux étaient détenteurs d'un doctorat et on pouvait compter sur les doigts d'une main ceux qui avaient déjà eu l'occasion de diriger une recherche subventionnée.

Pourtant, à peine trois ans plus tard, à l'automne 1972, les sciences sociales représentées à l'UQAM regroupaient déjà

*Les disciplines identifiées par une astérisque sont l'objet d'un regroupement modulaire; les autres servent de dénominateur à des regroupements par module et à des regroupements par département.

plus de 140 professeurs, dont beaucoup venaient d'autres universités, et dont le tiers étaient dorénavant détenteurs de doctorat. Le tableau I, en annexe, présente les données pertinentes, pour la période 1969-1974. On y verra que dorénavant plus de la moitié des professeurs de l'UQAM, en sciences sociales, sont détenteurs d'un doctorat. La proportion n'est pas supérieure, ailleurs au Québec.

En 1972, certains des départements des sciences sociales de l'UQAM étaient devenus les plus considérables du Québec, tant du point de vue du nombre des étudiants que du point de vue du nombre des professeurs.

Présentement, en octobre 1974, l'UQAM compte 1,744 étudiants inscrits en sciences économiques et administratives et 2,172 inscrits en sciences humaines; environ 5% de ces effectifs sont constitués par des étudiants de deuxième cycle (maîtrise).

Le nombre et l'importance des subventions de recherche peuvent-ils servir de critère des activités de recherche?

Certains sont portés à mesurer l'importance des activités de recherche d'après le montant des subventions de recherche. Il n'est pas certain toutefois que les subventions de recherche constituent un critère des activités de recherche scientifique. Néanmoins cela peut servir d'indicateur et je vais essayer de décrire la situation de l'UQAM de ce point de vue.

Mais il serait peut-être inapproprié de comparer l'UQAM, une université francophone, aux universités de langue anglaise puisque l'on sait que le Québec français n'a pas atteint la norme nord-américaine.

On peut apprécier le retard général des universités de langue française en considérant, comme indicateur, les statistiques des subventions à la recherche universitaire distribuées par le gouvernement fédéral:

	<u>1972-1973</u>	<u>1973-1974</u>
Total des subventions de recherche distribuées aux universités du Canada par le gouvernement fédéral	\$101,482,935.	\$106,322,417.
Part de l'Ontario	\$ 40,987,077.	\$ 42,239,548.
Part du Québec	\$ 25,581,821.	\$ 27,393,192.
Part des institutions anglophones du Québec	\$ 10,199,228.	\$ 10,415,943.
Part des sciences sociales au Québec	\$ 1,571,864.	\$ 2,218,688.
Part des institutions anglophones du Québec en sciences sociales	\$ 531,433.	\$ 641,143.
Part de l'UQAM en sciences sociales	\$ 16,560.	\$ 166,564.

Source: Répertoire de la recherche subventionnée dans les universités par le gouvernement fédéral (Ottawa: Conseil national de recherches, Vol. I, 1973 et Vol. II, 1974).

Le rapport Québec français / Ontario est de 5 à 7 du point de vue de la population; il est à peu près de 5 à 10 du point de vue des effectifs universitaires en sciences sociales (définition, page 2) et il est à peu près de 5 à 15 du point de vue des subventions fédérales à la recherche en sciences sociales.

Les tableaux présentés en annexe (numérotés de II à V) indiquent, par discipline et par université, les montants des subventions de recherche distribuées dans les universités du Québec, par le gouvernement fédéral (1972-1973 et 1973-1974) et par le Ministère de l'éducation du Québec (1972-1973 et 1974-1975). On y voit que l'UQAM, avec le cinquième des effectifs étudiants en sciences sociales au Québec, n'obtient généralement que le vingtième des subventions à la recherche en science sociale distribuées au Québec.

Le tableau VI indique le montant des subventions de recherches universitaires en sciences sociales attribuées par

des organismes fédéraux en 1972-1973, en Ontario et au Québec, par université. L'UQAM occupe l'un des tous premiers rangs du point de vue de ses effectifs en sciences sociales; elle est parmi les derniers du point de vue des subventions fédérales.

Les statistiques colligées en annexe ne présentent qu'une partie des faits. Certains organismes universitaires ne sont pas considérés dans les compilations disponibles: à l'U. de M., par exemple, c'est le cas du Centre de recherches en développement économique et de l'Institut de recherche en droit public. De plus, certains organismes fédéraux ne sont pas considérés dans les compilations disponibles: c'est le cas de l'Agence canadienne de développement international ou des commissions d'enquête (task forces, etc.) par exemple. Par ailleurs, certaines subventions ne sont pas considérées dans les compilations disponibles: c'est le cas des subventions obtenues par des chercheurs, à titre individuel, sans référence à l'université qui les emploie. Les compilations disponibles de plus ne font pas état des subventions attribuées par les organismes publics provinciaux autres que le Ministère de l'éducation du Québec. Enfin les subventions originant d'organismes privés ou étrangers ne sont pas compilées.

Les statistiques présentées en annexe ne concernent donc qu'une partie seulement des subventions à la recherche destinées aux universités ou aux chercheurs des universités. Dans la mesure où la quasi totalité des chercheurs de l'UQAM n'obtiennent jusqu'ici que des subventions provenant du secteur public, les tableaux II, III, IV, V et VI donnent une image surfaite de l'importance relative du financement extérieur de la recherche poursuivie à l'UQAM en sciences sociales.

Plutôt que de comparer les subventions de l'UQAM à celles des autres universités il faudrait peut-être chercher à connaître l'importance des progrès réalisés à l'UQAM même depuis sa fondation. Le tableau VII, en annexe, fait état des subventions de recherche en sciences sociales administrées par

des chercheurs de l'UQAM (et connues du doyen de la recherche) entre 1971 et 1975. En 1971-1972, le secteur des sciences sociales de l'UQAM obtenait \$117,000. (dont 20% en provenance du budget d'opération de l'UQAM). En 1973-1974, le montant est passé à \$296,000. (dont 16% en provenance de l'UQAM). Du point de vue des subventions de recherche per capita en dollars constants, on est donc passé du simple au double en deux ans.

Mais ces statistiques, comme celles qui servent aux comparaisons, posent aussi quelques difficultés. Elles ne tiennent pas compte de la participation de chercheurs de l'UQAM à des projets administrés dans d'autres universités (eg. Laval, McGill ou l'U. de M.) non plus que des subventions dont le doyen n'a pas été informé. De plus, il faudrait comparer le rythme de progrès réalisé à l'UQAM à celui qui a été enregistré ailleurs.

Le nombre et le contenu des publications constituent-ils un critère des activités de recherche?

Il n'y a pas d'inventaire récent des recherches en cours en sciences sociales au Canada ou au Québec. L'ouvrage le plus récent est l'Inventaire des recherches en cours dans les humanités (Conseil canadien de recherches sur les humanités, 1972), mais la seule "science sociale" qu'il touche est l'histoire. Les seuls travaux de l'UQAM qui y soient recensés sont ceux de deux politologues (ce qui montre que l'inventaire est incomplet).

Faute d'avoir accès à un inventaire des recherches en cours, j'ai cherché à faire un inventaire des publications récentes qui permette de comparer la production de recherche de l'UQAM à celle des autres universités.

J'ai commencé par faire faire le tableau VIII reproduit en annexe: il s'agit d'un état des articles émanant de l'UQAM, de Laval, de l'U. de M., ou des autres universités parus dans des revues scientifiques, canadiennes ou françaises, au cours

d'une période de cinq ans consécutive à la création de l'UQAM. Une quinzaine de revues, voilà qui ne constitue pas un échantillon très représentatif! Il s'agit tout de même de périodiques patronnés par des sociétés savantes et de périodiques ouverts aux auteurs québécois.

Le conclusion que je dois tirer du tableau VIII, c'est que les professeurs des sciences sociales de l'UQAM publient très peu dans les revues scientifiques. Leurs collègues de Laval ou de l'U. de M. publient peu dans les revues bilingues du Canada, que finance généralement le Conseil des arts d'Ottawa, mais ils publient dans les revues scientifiques paraissant au Québec.

Un examen de la bibliographie des ouvrages publiés au Canada ou publiés par des Canadiens depuis 1969 (Canadiana ou Bibliographie du Québec ou encore Livres et auteurs québécois) révèle la parution de quelques ouvrages signés par des professeurs des sciences sociales de l'UQAM (Jean Paul Bernard, Jacques Lazure, Jean-Marc Pottle, Jacques Lévesque, Robert Lahaise, Robert Comeau, Yvon Perrault, Albert Desbiens, André Bernard, Roman Serbyn, Richard Desrosiers, Stanley Ryerson, Paul André Linteau ...). Quelques recueils d'études inédites publiés par les Presses de l'Université du Québec (sur le fédéralisme, sur l'économie québécoise, sur le syndicalisme ou sur l'Amérique latine) réunissent quelques autres collaborateurs de l'UQAM.

En 1972, Livres et auteurs québécois recensait 122 titres en histoire, géographie, droit et sciences sociales: il y en avait trois dont les auteurs étaient professeurs à l'UQAM. La proportion que représentent dans leurs secteurs au Québec les publications des professeurs des sciences sociales de l'UQAM, n'a guère changé de 1969 à 1974 (moins de 5%). Toutefois, plusieurs projets en cours de réalisation (publication de thèses surtout) laissent présager une floraison prochaine.

L'UQAM aurait-elle pu faire mieux?

Il n'est pas certain que, dans les circonstances où elle s'est établie, l'UQAM aurait pu faire mieux du point de vue recherche.

Cette université (qui n'a pas de campus, qui occupe des immeubles vétustes, dont de nombreuses salles de cours n'ont pas de fenêtres, dont la bibliothèque est très pauvre) a été perturbée pendant des mois à cause de revendications étudiantes ou professorales, exacerbées par les conditions de pénurie qui y prévalent.

Par ailleurs, plusieurs professeurs ont déjà affirmé leur conviction que les jurys (Conseil des arts et Ministère de l'éducation), formés de professeurs des universités mieux établies, étaient en "conflits d'intérêts": les membres de ces comités encourageraient leurs propres collègues à soumettre des demandes, puis, en fin du compte, ils favoriseraient leurs amis, leur propre université, leurs perspectives.... Certains professeurs de l'UQAM, pourtant détenteurs d'un doctorat, n'ont pas encore soumis de demande de financement pour leurs projets de recherche. Ces projets existent; on y travaille, mais sans argent.

D'un autre côté, de nombreux professeurs déclarent qu'ils n'ont guère le temps de faire de la recherche: ils sont pris par l'administration ou par les exigences de rattrapage pédagogique. Il est exact que la structure administrative de l'UQAM exige beaucoup de "participation." Près de 20% des professeurs obtiennent des "dégrèvements dans leur charge d'enseignement" parce qu'ils sont directeurs de département, directeurs de programmes ou directeurs de modules: en général ils n'ont pas le temps de faire de la recherche. D'autres consacrent beaucoup d'énergies au syndicalisme: plusieurs parmi eux (5% des effectifs des sciences sociales, probablement) consacrent tellement de temps à cela qu'ils n'ont guère de loisirs pour la recherche. Plusieurs, enfin, investissent énormément dans l'enseignement: participation à l'élaboration

ou à la modification des programmes, grande disponibilité à l'égard des étudiants, préparation de cours polycopiés (rédigés en français) etc.

L'UQAM a plus d'étudiants par professeur que d'autres universités. De ce point de vue, elle se trouve dans une situation différente de celle dans laquelle se trouvaient les universités de sa dimension et de son âge il y a quelques années. En 1962-1963, par exemple, il y avait 4,200 professeurs à plein temps pour 26,000 étudiants à plein temps dans les universités québécoises: rapport de 1 à 6. En 1972-1973, il y avait à l'UQAM, 143 professeurs à plein temps en sciences sociales pour quelque 3,000 étudiants (plein temps ou équivalent): rapport de 1 à 21.

Si plusieurs professeurs ont obtenu des congés pour terminer leur thèse de doctorat, il n'y a encore eu qu'un seul congé sabbatique d'attribué en sciences sociales à l'UQAM (Jean Marc Piotte, en 1974-1975). Si l'on considère que les plus importantes productions de recherche viennent de chercheurs qui ont terminé leur doctorat ou qui ont décidé de ne pas le terminer (immédiatement) on doit alors conclure que l'UQAM a été dans une situation particulière au cours de ses premières années.

On estime par ailleurs que la préparation d'une charge de cours complète (quatre cours différents) demande environ 5,000 heures: une très forte proportion du corps professoral de l'UQAM est constituée de professeurs qui sont encore dans leur phase d'investissement pédagogique. La moyenne d'étudiants par cours est de 32, mais, il n'y a guère d'écart par rapport à la moyenne: il n'y a pas, à l'UQAM, de cours géants (200 ou 300 inscrits, comme on trouve ailleurs) pour financer des dégrèvements. C'est ainsi qu'on ne trouve pas de professeurs-chercheurs à l'UQAM, en sciences sociales. Presque tous les professeurs ont une charge d'enseignement de quatre cours différents, avec une moyenne de 30 ou 35 inscrits par cours.

Eclaircissements

Il n'est pas facile de tirer de l'expérience de l'UQAM des éclaircissements utiles pour l'étude des problèmes de la recherche en sciences sociales dans les universités du Canada: L'UQAM affiche semble-t-il, des particularités trop nombreuses.

Néanmoins, on constate que c'est à la recherche qu'on retire les énergies requises pour implanter une université nouvelle, ou pour gérer des formules pédagogiques nouvelles, ou encore pour administrer des unités départementales peu importantes.

Dans la répartition des budgets entre les universités, semble-t-il, on ne tient pas tellement compte des difficultés et des exigences caractéristiques des universités petites ou nouvelles. Par contre, dans les jugements que l'on porte sur les performances de recherche dans les universités petites ou nouvelles, on semble négliger l'importance des particularités qui les caractérisent.

Il est probable que le débat qui nous occupe est fondé sur l'application sans nuances de critères uniformes à des situations fort diverses. Il me semble utile d'en prendre conscience et j'espère que la présentation du cas "UQAM" pourra contribuer aux réflexions amorcées de ce point de vue.

TABLEAU I
CORPS PROFESSORAL DES DEPARTEMENTS DES SCIENCES SOCIALES
DE L'UQAM SELON LE CYCLE DU DERNIER DIPLOME OBTENU
1969 - 1974

Département	1969-1970		1970-1971		1971-1972		1972-1973		1973-1974		1974-1975	
	Total dont docteurs		Total dont docteurs		Total dont docteurs		Total dont docteurs		Total dont docteurs		Total dont docteurs	
Administration	--	--	8	--	13	--	19	1	20	5	22	6
Economique	13	--	13	2	15	3	14	5	18	5	18	9
Géographie	20	9	20	7	16	7	16	5	15	6	13	6
Histoire	20	3	23	6	24	6	24	7	22	7	18	5
Psychologie	13	7	20	10	24	9	28	11	26	12	29	17
Science Politique	8	3	12	8	15	7	19	8	20	10	22	15
Science Juridique	--	--	--	--	--	--	--	--	4	3	4	3
Sociologie	<u>16</u>	<u>3</u>	<u>20</u>	<u>3</u>	<u>23</u>	<u>4</u>	<u>23</u>	<u>8</u>	<u>20</u>	<u>11</u>	<u>17</u>	<u>11</u>
TOTAL	90	26	116	36	130	36	143	45	145	59	143	72

Source: Décanat de la gestion académique de l'UQAM; données en date du 10 octobre 1974. Jusqu'en 1972-1973, inclusivement, les professeurs des sciences juridiques étaient rattachés au département de science politique. Cette nomenclature ne concerne que les postes à plein temps.

TABLEAU II

MONTANTS ATTRIBUES AUX RECHERCHES UNIVERSITAIRES EN SCIENCES SOCIALES (PROPREMENT DITES)
 AU QUEBEC PAR LE GOUVERNEMENT FEDERAL EN 1972-1973 (ANNEE FISCALE)

Domaines	UQAM	UQ (ailleurs)	U de M	Laval	McGill	SGWU	Sher- brooke	Autres (anglais)	TOTAL
adm./gestion	--	3,760	25,632	7,100	6,990	10,000	31,800	--	85,282
anthropologie	--	--	53,345	36,763	7,969	--	--	--	98,077
criminologie	--	--	42,433	--	--	--	--	--	42,433
démographie	--	--	49,715	--	--	--	--	--	49,715
droit	--	15,540	8,336	33,240	11,260	--	--	--	68,376
économique	--	--	41,288	46,600	3,975	8,669	--	--	100,532
géographie	6,855	24,340	--	43,131	68,901	--	25,050	1,000	169,277
histoire	9,400	20,463	7,641	30,482	--	35,468	1,500	4,350	109,304
psychologie	--	5,000	124,404	--	322,415	21,450	5,500	5,615	484,384
service social	--	--	14,590	--	9,500	--	--	--	24,090
science politique	305	--	11,560	149,810	7,855	--	--	--	169,530
sociologie	--	--	58,375	5,250	6,016	--	--	--	69,641
autres (interdisc.)	--	101,233	--	--	--	--	--	--	101,233
TOTAL	\$16,560	170,326	437,319	352,376	444,881	75,587	63,850	10,965	1,571,864

Source: Répertoire de la recherche subventionnée dans les universités par le gouvernement fédéral, 1972-1973 (Ottawa: Conseil national des recherches du Canada, 1974), Volume I, 807 pages.

TABLEAU III

MONTANTS ATTRIBUES AUX RECHERCHES UNIVERSITAIRES EN SCIENCES SOCIALES (PROPREMENT DITES) AU QUEBEC PAR LE GOUVERNEMENT FEDERAL EN 1973-1974 (ANNEE FISCALE)

Domaines	UQAM	UQ (ailleurs)	U de M	Laval	McGill	SGWU	Sher- brooke	Autres (anglais)	TOTAL
adm./gestion	--	--	45,144	25,606	34,625	--	11,410	--	116,785
anthropologie	--	3,245	1,820	218,575	2,892	--	--	--	226,532
criminologie	--	--	70,987	--	--	--	--	--	70,987
démographie	--	--	69,550	--	--	--	--	--	69,550
droit	--	--	3,108	18,732	15,500	--	--	--	37,340
économique	10,100	70,746	52,288	12,180	43,027	--	37,725	--	226,066
géographie	--	29,290	--	52,484	57,074	--	16,000	2,500	157,348
histoire	80,146	61,700	20,883	19,494	--	28,993	9,180	--	220,396
psychologie	--	4,900	108,109	--	299,218	44,895	21,630	12,200	490,952
service social	--	--	28,908	--	40,347	--	--	--	69,255
science	76,318	--	11,476	113,975	37,816	--	--	--	239,585
politique	--	11,501	83,045	116,293	17,909	4,147	--	--	232,895
sociologie	--	11,501	83,045	116,293	17,909	4,147	--	--	232,895
autres (interdisc.)	--	60,997	--	--	--	--	--	--	60,997
TOTAL	166,564	242,379	495,318	577,339	548,408	78,035	95,945	14,700	2,218,688

Source: Répertoire de la recherche subventionnée dans les universités par le gouvernement fédéral, 1973-1974 (Ottawa: Conseil national de recherches du Canada, 1974), Volume I, 767 pages.

TABLEAU IV

MONTANTS ATTRIBUES AUX RECHERCHES UNIVERSITAIRES EN
SCIENCES SOCIALES PROPREMENT DITES PAR LE
MINISTÈRE DE L'ÉDUCATION DU QUÉBEC
(PROGRAMME FCAC), 1972-73

	UQAM	U de M et H.E.C.	Laval	Autres	TOTAL
Anthropologie	--	--	20,000	15,000	35,000
Economie	10,000	50,000	23,000	71,500	154,500
Droit	--	5,000	67,000	30,000	102,000
Géographie	35,000	15,000	23,000	31,000	104,000
Histoire	35,000	22,000	15,000	12,500	84,500
Psychologie	5,000	74,000	34,000	--	113,000
Politique	--	--	43,000	--	43,000
Sociologie	--	34,000	78,000	21,000	133,000
TOTAL	185,000	200,000	303,000	181,000	769,000

Source: Programme de formation de chercheurs et d'action concertée: Subventions accordées, exercice 1972-73
(Québec: Commission de la recherche scientifique du Ministère de l'éducation, novembre 1972), 39 pages.

TABLEAU V

MONTANTS ATTRIBUES AUX RECHERCHES UNIVERSITAIRES EN
SCIENCES SOCIALES PROPREMENT DITES PAR LE
MINISTÈRE DE L'ÉDUCATION DU QUÉBEC
(PROGRAMME FCAC), 1974-75

	UQAM	U de M et H.E.C.	Laval	Autres	TOTAL
Anthropologie	--	24,000	37,000	20,000	81,000
Economie	8,000	100,500	55,000	34,000	197,500
Droit	--	28,000	55,000	--	83,000
Géographie	5,000	--	74,000	34,000	113,000
Histoire	23,594	38,540	18,200	11,000	91,334
Psychologie	--	139,035	23,000	99,620	261,655
Politique	6,000	24,000	7,000	40,000	77,000
Sociologie	--	101,000	45,420	31,000	177,420
TOTAL	142,594	455,075	314,620	269,620	1,081,909

Source: Les subventions de formation de chercheurs et d'action concertée Équipes - Crédits alloués - Exercice 1974-75 (Québec: Commission de la recherche scientifique du Ministère de l'éducation, avril 1974), 95 pages.

TABLEAU VI

SUBVENTIONS DE RECHERCHES UNIVERSITAIRES EN SCIENCES
SOCIALES ATTRIBUÉES PAR DES ORGANISMES FEDÉRAUX
EN 1972-1973, EN ONTARIO ET AU QUEBEC,
PAR UNIVERSITÉ

Université	En Milliers de Dollars
Toronto	1,046
MacMaster	665
McGill	445
U. de M.	437
York	376
Laval	352
Western	346
Waterloo	269
Queen's	246
Carleton	199
UQ (sauf UQAM)	170
Brock	103
Ottawa	94
Guelph	84
Sir George Williams	76
Sherbrooke	64
Trent	62
Windsor	60
Laurentienne	28
UQAM	17
Lakehead	10
Bishop	6
Loyola	4
	5,159
dont Ontario	3,588
Pour comparaison:	
Dalhousie	268
Simon Fraser	84

Sont considérées comme sciences sociales, dans cette compilation, les disciplines représentées au Conseil canadien de recherche en sciences sociales.

Source: Répertoire de la recherche subventionnée dans les universités par le gouvernement fédéral, 1972-1973 (Ottawa: Conseil national de recherches du Canada, 1974), Volume I, 807 pages.

TABLEAU VII

SUBVENTIONS DE RECHERCHES EN SCIENCES SOCIALES (PROPREMENT DITES) PROVENANT
D'ORGANISMES EXTERIEURS QUI EN OCTROIENT LA GESTION AU DECANAT DE
LA RECHERCHE, OU PROVENANT DES FONDS PROPRES DU DECANAT, UQAM, 1971-1975

	Admin.	Economie	Droit	Géogra- phie	Histoire	Psycho- logie	Politi- que	Socio- logie	TOTAL
1971-72									
extérieur	--	--	--	42,000	9,580	11,600	9,713	10,000	93,193
intérieur	--	--	--	10,275	3,437	--	--	10,550	24,262
1972-73									
extérieur	--	10,000	--	41,855	36,530	5,000	3,000	10,000	106,385
intérieur	500	700	3,000	--	3,750	--	--	10,240	18,190
1973-74									
extérieur	--	9,900	--	19,000	135,536	--	76,318	7,176	247,930
intérieur	9,000	14,975	--	6,160	2,258	3,480	10,596	1,740	48,209
1974-75*									
extérieur	--	8,000	--	5,000	23,594	--	18,000	--	58,594
intérieur	9,500	23,156	--	--	2,000	6,600	825	3,000	45,081
TOTAL	19,000	66,731	3,000	124,290	216,685	26,680	118,452	62,706	637,544

*au premier octobre 1974.

Source: dossiers du décanat de la recherche, UQAM, 1974. Les \$135,742 qui, dans cette compilation, proviennent des fonds propres du décanat de la recherche de l'UQAM, ont financé 48 projets distincts.

TABLEAU VIII

REPARTITION DES ARTICLES ET NOTES DE RECHERCHE PARUS DANS
DIVERSES REVUES DES SCIENCES SOCIALES, SELON LE
RATTACHEMENT UNIVERSITAIRE DES AUTEURS, 1969-1974

Périodique	Nombre de livraisons au cours de la période	Nombre d'articles ou notes de recherche				
		provenant de l'UQAM	provenant de Laval	provenant de l'U de M	autre provenance	Total, toutes provenances
CJE/RCE	20	0	1	7	232	240
RFSP	30	2	0	0	174	176
CJPS/RCSP	20	0	21	5	150	176
Sociologie et Sociétés	10	3	5	39	34	81
APC/CPA	20	0	5	7	140	152
Etudes Internationales	20	4	15	6	89	114
CHR/RCH	20	0	1	3	60	64
CJP/RCP	20	0	0	5	152	157
RCSA/CRSA	20	0	0	6	81	87
Recherches Sociographiques	15	5	35	13	18	71
Cahiers de géographie	15	3	36	4	32	75
Cdn. Géographe/GC	20	0	4	2	94	100
Actualité économique	20	5	11	35	90	141
RH(Amérique française)	20	11	9	17	47	84
Socialisme québécois	5	13	0	1	X	X

NOTE: Noms des contributeurs de l'UQAM:

A. Bernard, Lord - Revue française de science politique.

Ahtik, Rafie - Sociologie et sociétés.

Donneur, Holly, Lévesque - Etudes internationales.

Maistre, F. Moore, R. Pelletier, Tousignant - Recherches sociographiques

Noms des contributeurs de l'UQAM: (suite)

Hercourt, Maistre - Cahiers de géographie.

Chung, Lapointe, Leroy - Actualité économique.

J. F. Bernard, Blain, Comeau, Desrosiers, Dubuc,

Eid, Lavallée, Linteau - Revue d'Histoire de l'Amérique
française.

Bourque, Brunelles, Denis, Frenette, Bill,

Piotte, Ryerson, Saint-Pierre - Socialisme québécois.

OTHER SSRCC PUBLICATIONS AVAILABLE

		Price (each)
I.	<u>Social Sciences in Canada</u> (periodical) annual subscription (free to members of constituent learned societies)	\$10.00
II.	<u>Occasional Papers and Monographs</u>	
1975	Final Report of the Enquiry Into the Support of Scholarly Publication by the Social Science Research Council of Canada and the Humanities Research Council of Canada, prepared for the Research Councils, by R. F. Neil, 37 pp. English only	Free
1974	Canadian Public Land Use in Perspective, edited by J. G. Nelson, R. C. Scace and R. Kouri. Proceedings of a Symposium sponsored by the Social Science Research Council of Canada, on 25-27 October 1973, in Ottawa, Ontario, 579 pp.	\$10.00
1974	The Legal Status and Independence of the Proposed Social Sciences and Humanities Research Council, 16 pp.	\$ 1.00
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